SIGEP LEARNING COMMUNITY APPLICATION

*The **SigEp Learning Community** is a program for high-performing chapters to establish and execute a safe learning environment for members and university stakeholders defined by SigEp's core principles. Our Fraternity delivers learning communities that faithfully partner with and engage faculty to enhance academic success, leadership education, ethical behavior and the practical application of knowledge beyond the classroom. Aligned with our SigEp values, learning communities create a collaborative living-learning experience for our members.*

The process of becoming a SigEp Learning Community starts with a successful application, completed by the chapter in collaboration with its faculty fellow, balanced man steward, chapter counselor, university stakeholders, and Alumni and Volunteer Corporation (AVC).

SIGEP LEARNING COMMUNITY APPLICATION CRITERIA

Chapters seeking recognition should demonstrate previous implementation or achievement of all criteria. Successful applications will include:

1. At least one appointed faculty fellow or resident scholar
2. Written role expectations for how faculty fellows and resident scholars support programming for the SigEp Learning Community
3. A chapter term GPA above 3.0 for the four previous academic terms (or six quarters, if applicable)
4. A written description for how a dedicated space is utilized to facilitate academic programming
    a. For housed chapters: Academically conducive spaces in the chapter facility that are regularly used by the chapter and substance-free at all times, in accordance with the Grand Chapter Bylaws
    b. For un-housed chapters: On-campus academic space that is regularly used by the chapter and substance-free at all times
5. A written description of how university faculty and staff provide programming in dedicated learning spaces or are involved in chapter activities
6. A written development plan that includes each written BMP challenge deployed in the BMP App and all chapter learning community programming. Each challenge should include individual personal and professional development programs, academic support measures and consequences for membership lapsing
7. List of all learning community programming that occurred in the past 12 months with descriptions (see SigEp Learning Community Guide, p. 15-17)
8. No member safety incident or insurance claim that has resulted in an insurance tier increase in the past two years
9. Letters of recommendation from:
    a. At least two of the following three volunteers: chapter counselor, balanced man steward, or AVC president
    b. Faculty fellow or resident scholar
    c. University representative (must be someone other than the chapter counselor, balanced man steward, faculty fellow or resident).

THE RECOGNITION PROCESS

The learning community recognition process is collaborative, and usually occurs in the following manner:

1. A chapter submits an application to the SigEp Learning Community Committee, a group of volunteers and higher education professionals. This committee has been appointed by the National Board of Directors to execute the learning community program nationally.
2. The committee reviews the application and submits a formal recommendation to the chapter.
3. The committee returns one of three recommendations on the application: 1) recognition, 2) conditional recognition or 3) deferral. Chapters that do not receive recognition as first-time applicants should not be discouraged. The committee will offer constructive feedback and goals for the chapter to meet as it continues to seek recognition.
4. Chapters that are not recognized as a result of their initial application should continue to work with the committee to incorporate feedback and reach agreed-upon benchmarks. After benchmarks are achieved, the chapter should amend and resubmit its application for further consideration by the committee. This usually occurs the semester following the deferral, however the timeline is dependent on the chapter's ability to quickly incorporate or address feedback.

SigEp Learning Community designation remains valid for two years, provided a chapter meets minimum recognition criteria and incurs no member safety incidents or insurance claims. A recognized chapter seeking to continue its learning community status should submit a renewal application no later than 30 days prior to the expiration of its two-year recognition period.

Starting with the 2021 Conclave, in order for a chapter to be eligible to receive a Buchanan Cup, the chapter must be a SigEp Learning Community at the time of its submission of the Buchanan Cup award application. For more information about the SigEp Learning Community recognition process, please contact us at **learning.communities@sigep.net**.

PLEASE READ APPLICATION CAREFULLY AND COMPLETE ALL SECTIONS

THIS APPLICATION IS:

        □ First-time application for recognition   □ Follow-up on first-time application

        X Renewal application for a current learning community

CONTACT INFORMATION

CHAPTER: Pennsylvania Beta Beta (PABB)   DATE: April 30th, 2020

CHAPTER ADDRESS: 200 N. 34th Street, Philadelphia, PA 19104

NAME OF PERSON SUBMITTING APPLICATION: Thomas Chau

CONTACT EMAIL: thomaschau274@gmail.com   TELEPHONE: 215-268-4498

ADDITIONAL CHAPTER CONTACTS

NAME: Nathan Kinsey   NAME: John Dougherty

EMAIL: nathanl.kinsey@gmail.com   EMAIL: jldougherty@gmail.com

TELEPHONE: 910-262-2052   TELEPHONE: 570-840-6758

LOCATION OF LEARNING COMMUNITY: Chapter House (owned by Drexel University)

(Chapter Facility, Campus Facility, Other – if other, please explain)

DESCRIPTION OF PHYSICAL SPACE WHERE LEARNING COMMUNITY IS LOCATED (*I.E.* SIZE, ATTRIBUTES, TECHNOLOGY, SEATING CAPACITY, EXCLUSIVITY, ETC.):

PABB's physical space comprises of a substance free facility with 3 floors and a basement. It contains 6 bedrooms that houses a maximum of 12 members (2 per room). The first floor includes a kitchen, parlor room, TV room, and chapter room. The chapter and TV room offer flexible seating for up to 23 people each and audio/video equipment conducive for presentations, collaboration, and event programming. The basement conference/group study area is equipped with a large conference table, a TV, whiteboard, a chapter printer that is stocked and maintained by the chapter, and seating for up to 15-20 people. The basement also has an individual study area that seats 5 people and has its own TV for projection purposes. The facility also has a backyard with outdoor seating and a picnic table along with a grill and fireplace.

PART I. CHAPTER DATA

1. Does the chapter utilize the Balanced Man Scholarship?   **X YES**   □ NO

2. Does the chapter utilize the BMP App for all challenges?   **X YES**   □ NO

    Please include the percentage breakdown of chapter members by each development challenge:

    Sigma __13%__   Phi __35%__   Epsilon __36%__   Brother Mentor __16%__

3. What is the chapter's insurance rating?   **X Tier I**   □ Tier II   □ Tier III   □ Tier IV
    Please briefly describe any member safety incidents or insurance claims that have occurred since December of the previous calendar year and what the chapter did to address the situation: N/A

4. What substance-free facility policy does the chapter currently have in place?
    X Completely substance-free □ Substance-free common spaces   □ Unhoused
    If none of these apply, please explain:

5. Is the chapter in good standing with the host institution (college/university)?   **X YES**   □ NO
    If no, please explain:

6. Please fill out the chart below, giving the semester or quarter, year and membership retention for the last four semesters.

	Quarter 1 Spring 2019	Quarter 2 Summer 2019	Quarter 3 Fall 2019	Quarter 4 Winter 2020
Beginning Manpower	41	41	37	54
+ Total Men Recruited	3	0	19	5
- # Men Graduated	2	0	0	0
- # Men Resigned/Left School	1	4	2	3
- # Men Expelled for Academics	0	0	0	0
- # Men Expelled for Behavior	0	0	0	0
- # Men Expelled for Indebtedness	0	0	0	0
= Total Manpower at End of Semester	41	37	54	56

Drexel operates on a quarter system. Table has been updated to reflect the quarter system.

Resignation number is high due to the chapter's "suggested resignation" process. In the event that a member should be expelled for academics/behavior/indebtedness, the Standards Board asks the individual to voluntarily resign instead of going through an expulsion process. Should the individual decline, the Standards Board continues forward with an expulsion process.

PART II. LEARNING COMMUNITY EXPECTATIONS

The SigEp Learning Community is guided by excellence in four areas: *Philosophy, People, Process and Programming*. This section will assess the degree to which the chapter has implemented each piece of the learning community program. Please provide <u>short</u> answers to each question.

1. Describe how the chapter creates a learning environment (250 words or less).

    <u>The VP of SLC is an Executive Board Member and leverages our meetings to solicit and discuss ideas to support learning and development within our events. These ideas are refined and executed by the SLC Committee which consists of the VPSLC and his cabinet members. Our most successful programs include regular visits by faculty fellows to our house for discussions on important subjects like leadership, resume and interview workshops administered by SigEp alumni, and frequent opportunities for our brothers to expand their horizons through activities like cultural dinners and movie/documentary viewings. Our chapter house is completely substance free, which helps create an environment conducive to learning. It also helps in creating an environment for the chapter to conduct challenge, committee, and executive board meetings in rooms like the chapter room and basement. These rooms also serve as quiet study/work spaces, and dinner/seminar space with professors, administrators, alumni and guests. Our TV room is used for "SigEps teach SigEps" presentations and educational movies or documentaries. Our parlor room serves as a space for members to eat, complete homework or have casual conversations. The advantage of having these separate spaces is that we are able to frequently host multiple meetings and events simultaneously. In short, the chapter creates a learning environment through the following ways: (1) by establishing a cabinet dedicated to the SLC, (2) by hosting events that engages our members in life-long learning, and (3) by having a facility that promotes both academic success and programming.</u>

2. Describe how the chapter partners with the university, including any faculty/staff engagement and joint programming (250 words or less).

    <u>Our primary means of partnering with the faculty and staff of Drexel University is through events with our four faculty fellows. These events range from book clubs on How to Win Friends and Influence People, workshops on presentations, and investing/business careers discussions to horizon-expanding activities like a lesson in shag dancing and SCUBA diving. We have also worked with other university partners. For example, in the beginning of Winter 2019 we invited a professor to our house to lead a discussion on using film and other visual mediums as a means of getting a message across. In addition to working with Drexel's professors, we have developed a positive and beneficial relationship with Drexel's administration. In the Fall of 2019, we invited our University's President along with the Assistant Vice President of Student Engagement and the Senior Vice President for Student Success to a dinner at our chapter house where we discussed the future of Greek life at Drexel and how SigEp can contribute to Drexel's vision for it. Through this dinner, we arranged quarterly meetings with the President and his staff so that these discussions can continue into the foreseeable future, establishing a fruitful working relationship between SigEp and our university. Our chapter has also hosted joint programming events with campus organizations like Student Government where we cleaned the streets of campus, Toastmasters where we practiced public speaking, and Coffee Club where we learned how to properly pour coffee. Together, events like these strengthen our partnership with our university.</u>

3. Provide a model example of a learning community program used in your chapter. *See supplemental materials list.*

    <u>A model example of a learning community program used in PABB is our annual campus leadership seminar that we host alongside Dr. Christine Fiori on "The Five Dysfunctions of a Team". The event is open to all of campus and is well attended by campus leaders across many organizations. This is a model example because it encompasses components of the three philosophical tenets in a learning community. First, it creates a learning environment for our brothers to develop their leadership skills and learn about the 5 dysfunctions. For those that had attended it in</u>

the past, it serves as a reminder that leadership principles must continue to be learned and practiced if leaders are to grow and develop. It also creates a learning environment for those not in SigEp to also develop their leadership skills. Secondly, it partners with our faculty fellow, who is our longest standing university partner, to provide a high level of expertise on a subject matter while continuing to maintain our relationship with our partners. Lastly, it provides an opportunity for collaborative learning beyond classrooms alongside other campus leaders and form new relationships while developing ourselves.

4. Briefly outline the positions/roles of the chapter members who administer the learning community program (250 words or less).

Vice President of SigEp Learning Community: This position is tasked with the overall management of the learning community including programming, academic support, and administrative/faculty outreach at our university. This position also holds a seat on the Executive Board and is able to ensure that our learning community maintains a place of importance within our chapter and contribute to many of the important decisions that the chapter leadership needs to make on a day-by-day basis. The VP SLC is also the head of the learning community cabinet.

Alumni Outreach Chair: The responsibilities of the alumni outreach chair are to establish and maintain positive and beneficial relationships between the current brothers of our chapter and our alumni. This includes, but is not limited to, the arrangement of resume and interview workshops hosted by alumni and dinners.

Cultural Experiences Chair: The cultural experiences chair arranges opportunities for our brothers to expand their cultural horizons through various activities. These include visits to culturally significant sites like museums or jazz concerts. They also host larger events such as daylong trips to New York City which culminate to the viewing of a Broadway performance.

University Outreach Chair: The university outreach chair is responsible for orchestrating regular meetings between SigEp leadership and members of our university's administration and maintaining the relationship we have developed with faculty fellows and other partners.

5. Does the chapter have a faculty fellow(s)?   **X YES**   □ NO
   If yes, please provide the name(s) of your faculty fellow(s) and describe his/her engagement.

Dr. Christine Fiori, Head of Construction Management Department: Dr. Fiori has been an integral contributor to our chapter over the past several years. She has regularly hosted leadership workshops for our brothers and has hosted our chapter's "book club" style discussion of *How to Win Friends and Influence People*. She was recognized as Drexel's Organization Advisor of the Year in 2019 because of her contributions with our chapter.

Dr. Stanley Ridgley, College of Business Clinical Professor: Dr. Ridgley has helped our brothers by sharing his insight as a teacher and leader with us on multiple occasions. He has given a number of talks with our brothers on how to give engaging and effective presentations. In addition, he has shared some of his hobbies with the brothers, one such example being a night in which he led a lesson in traditional shag dancing.

Professor Chris Finnin, College of Business Clinical Professor: Professor Finnin has served as a valuable resource to many of our brothers, especially those in Drexel's business school, as this is his area of expertise. He has shared his insight into the business world with our brothers, discussing what he has done to find success and what to avoid when it comes to money management.

Athletic Director Bryan Ford: Athletic Director Ford serves as our chapter's student organization advisor. In addition to helping our chapter as an organization, he has shared his knowledge of Drexel's Recreation Center with our

brothers to help us maintain a sound body lifestyle. He has helped us arrange group workout sessions as well as provided us with health experts who led discussions on healthy lifestyles and proper nutrition.

6. Does the chapter have a resident scholar(s)?   □ YES   **X NO**

   If yes, please provide the name(s) of your resident scholar(s) and describe his/her engagement. _____

   _____

   _____

7. List any campus resources, programs or academic courses used in the learning community.

   Center for Learning and Academic Success Services: used for academic coaching, tutoring, and other forms of workshops/events.

   Office of Counseling and Health Services: used for resources and strategies to implement "Sound Mind Hours" in our chapter where brothers can come and have a safe space to vent or talk about anything that's going on in their life.

   Drexel's Recreation Center: used alongside our partnership with Athletic Director Bryan Ford to conduct physical health and wellness programs from group exercise sessions to aroma therapy sessions.

   Drexel's Library: used to reserve private study rooms for our members during exam weeks.

   Drexel's Police Department and Public Safety: used to conduct risk management seminars and to review campus policies on things like Drexel's amnesty program and bystander intervention.

   Office of Housing and Residential Life: used to provide upkeep and maintenance of our chapter facility and learning community areas.

   Hillel at Drexel University: used for event space on campus as well as university partnerships on Drexel Hillel events such as Shabbat dinner and more.

8. Does the chapter present ethical decision-making programming for its members?   **X YES**   □ NO

   If yes, briefly describe. If no, why not?

   PABB presents ethical decision-making programing for our members by conducting termly (every 3 months) risk management presentations on the areas of alcohol, drugs, hazing prevention, sexual assault awareness and prevention, and diversity and inclusion.

PART III. SUPPLEMENTAL MATERIALS

Please attach copies of the following supplemental materials.
1. Written chapter development plan that includes learning community programming, BMP challenges and committee structure supporting both
2. Copy of chapter's bylaws and membership agreement
3. Chapter grade reports for the four most recent academic terms
4. Letters of recommendation from the following:
    - At least two of the following three volunteers: chapter counselor, balanced man steward, AVC president
    - Faculty fellow or resident scholar
    - University representative (must be someone other than the chapter counselor, balanced man steward, faculty fellow or resident scholar)

NOTE: The SigEp Learning Community Committee will also solicit feedback and recommendations from the applicant chapter's regional director and other relevant Headquarters staff as necessary.